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ABSTRACT

The College and Environment Scales Survey (CUES) was administered during the winter of 1973 to students who had completed at least four quarters at the University of California (UC) Irvine campus. The survey, designed to investigate the students' perception of the atmosphere of the campus, dealt with such campus conditions as the levels of scholarship, morale, community, practicality, propriety, awareness, and the quality of teaching and faculty-student relationships. Results indicated that students believe their overall experience at Irvine to be enriching and stimulating; however, students indicated disappointment with the lack of group spirit, tradition, and friendliness that is commonly expected at college. For a comparison of resident and nonresident student perceptions of UC Irvine, see HE 005 715. (MJM)

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STUDENT PERCEPTIONS OF THE CAMPUS ATMOSPHERE AT UC IRVINE

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PREFACE

For several years the Office of Student Affairs has been interested in obtaining a systematic appraisal of the student experience at Irvine. One and a half years ago, when the Student Affairs Office of Institutional Studies and Research was established, Chancellor Daniel G. Aldrich, Jr., requested that an inventory of student perceptions of the campus environment be developed to assist the Administration in planning and policy formulation. To assess the quality of student life at the campus we went directly to our undergraduates and asked their opinions.

Many busy people at Irvine generously assisted in the arrangements for the administration of the survey. Assistant Vice Chancellor Carl Hartman and Vice Chancellor Hazard Adams of the Office of Academic Affairs introduced the survey to the Council of Academic Deans and Directors. Chairman of the Academic Senate Alexei Maradudin provided valuable counsel to the researchers. At the schools, needed support and cooperation was extended by Dean Howard Schneiderman and Assistant Dean Rosevelt Pardy of Biological Sciences, Dean Lewis Froman, Jr., of Social Sciences, Acting Dean Robert Montgomery and Counselor Cathy Smith of Humanities, Associate Dean David Brant of Physical Sciences, Dean Clayton Garrison of Fine Arts, Dean Robert Saunders and Counselor Marion Murphy of Engineering, Director Arnold Binder of Social Ecology, Acting Director Pete Clecak of Comparative Culture, and Chairman Martin Kay of Information and Computer Science. I also wish to acknowledge with gratitude the help of the following faculty members: Gerald Greenhouse and Betsy Sutherland of

Biological Sciences, Tracy Terrell, William Ulrich, James Calderwood and Keith Nelson of Humanities, William Batschelder of Social Sciences, Robert McIver of Physical Sciences, Clayton Garrison of Fine Arts, Steven Simmons of Social Ecology, and Dickran Tashjian of Comparative Culture. Tom Johnson of the Graduate School of Administration rendered extremely capable research assistance in carrying out the survey and organizing the data. Margaret Hernandez typed the manuscript.

Finally, we should express our appreciation to the students who acted as reporters for the campus, patiently completing the questionnaires that have given us such rich data for analysis. The study obviously would not have been possible without their assistance.

BACKGROUND AND PURPOSES OF THE STUDY

In the Spring of 1972, the Student Affairs Office of Institutional Studies and Research learned from a survey of dropout students that two principal reasons seemed to account for the decision to leave UC Irvine before completing their undergraduate studies. One was the view that there existed a limited choice of courses or desired academic majors. A campus atmosphere described as "impersonal," "apathetic," or even "sterile," was given as the second reason.

Such findings gave cause for concern by administrators and faculty alike, but could only remain generalizations of a relatively small percentage of the Irvine student body until compared with the beliefs of the large number of students who remained and continued to have a stake in the well being of the campus. To examine these issues of overriding educational importance to the University community, the College and Environment Scales Survey (also known as CUES) was administered during the winter of 1973 to students who had completed at least four quarters at the Irvine campus.

The purposes of the survey were fourfold:

1. To compare attitudes of dropout students with continuing students.
2. To assist in defining the intellectual-cultural-social environment of the campus as perceived by students.
3. To use the information collected for evaluating existing programs and services and to develop new ones to meet student needs.

4. To launch the first in a series of surveys designed to provide UC Irvine with the necessary empirical data on the development of its students to assess the past, measure the present and project for the future. The survey instruments chosen are part of the Institutional Research Program for Higher Education made available by the Educational Testing Service (ETS) of Princeton, New Jersey.

Chancellor Daniel G. Aldrich, Jr., of the University of California, Irvine, stressed in a speech at the beginning of 1973 his view of the importance of appraising the learning environment for students in a systematic and knowledgeable way. In the course of his comments on the means of responding to student needs and interests, he noted:

> When research, evaluation and program planning are tied together, they can be valuable assets in the effort to promote the development of the whole student in college. This I consider to be one of the primary new functions of Student Affairs, as the Irvine campus embarks upon its second decade and the acquisition and development of personnel and resources to accomplish the task will be one of my highest priorities.[1]

This study is one step in the process of providing UCI with the kind of information which will assist in clarifying the issues the University will seek to resolve in the 70's.

Survey Method

CUES, the 1969 edition of a questionnaire instrument first published in 1963 by ETS, characterizes the atmosphere of the campus through the collective perceptions of experienced students.[2] In 1965, CUES was administered to a national reference group of one hundred four-year colleges and universities to establish a baseline for future comparison. The group of one hundred included a representative cross section of institutions of American higher education, public and private, large and small, geographically spread across the country, e.g., Pomona College, Radcliffe College, Williams College, UCLA, Stanford University, Johns Hopkins University, Princeton University, University of North Carolina, University of Wisconsin, Colgate University, University of Alabama, University of Colorado, University of Alabama, Michigan State University, Tulane University, University of Utah, San Diego State College, San Francisco State College, Oregon State University, Pepperdine University, Purdue University, and the Carnegie Institute of Technology.[3]

The respondents answering the questionnaire are students who have lived in the environment for two or more years and act as reporters in a kind of opinion poll to establish consensus as to what is basically true or not about the campus. A few selected statements from the "Directions" of the CUES question booklet provides a flavor of the instructions given before they answered the questions.[4]

> The atmosphere of a campus is a mixture of various features, facilities, rules and procedures, faculty characteristics, courses of study, classroom activities, students' interests, extracurricular programs, informal activities, and other conditions and events.

You are asked to be a reporter about your school. You have lived in its environment, seen its features, participated in its activities, and sensed its attitudes. What kind of place is it?

As you read the statements you will find that many cannot be answered True or False in a literal sense. The statements contain qualifying words or phrases, such as "almost always," "frequently," "generally," and "rarely," and are intended to draw out your impression of whether the situation described applies or does not apply to your campus as you know it.

CUES was administered during the months of January and February, 1973, to a broad cross section of Irvine students drawn from undergraduate classes in each of the academic schools and programs. There were 160 True-False statements that could be grouped to deal with such campus conditions as the levels of scholarship, morale, community, practicality, propriety, awareness, and the quality of teaching and faculty-student relationships. In addition to the standardized questions, ten local option statements were included to determine student attitudes toward selected programs on the campus and particularly those conditions perceived as important in their decision by last year's dropouts.

As recommended by the Educational Testing Service on the basis of experience with the national reference group, the following sampling objectives were established and achieved:

	Recommended	Achieved
1. Number of students sampled	150 to 225 students	240
2. Qualified reporters	Students in attendance for at least three semesters	A minimum of four quarters at UC Irvine

The technique of administering the survey in a selected cross section of courses to 92 percent of the total number of students sampled, was chosen to eliminate possible bias and to produce a group of student respondents representative of the different academic schools and programs. This method enabled the researchers to maintain administrative control and assured return of the completed questionnaires. With the cooperation and assistance of the deans and directors of the nine undergraduate academic programs at Irvine, upper division classes were chosen likely to produce the number of eligible students roughly proportionate to the size of the school's enrollment relative to the total undergraduate student body. Variations in attendance, majors, and eligibility of students in the classes chosen accounted for some deviation from the exact proportions targeted.

The smaller student populations of Engineering, and Information and Computer Science, were represented by administering the survey to two randomly selected groups at appointed times in administrative offices instead of using the classroom approach. Together these two groups with the remaining 2 percent of the total obtained from on-campus residents amounted to 8 percent of the campus sample. It is understood there are several alternative approaches that could have been used to obtain a representative group of students. The main point we believe is that as indicated in the CUES Technical Manual, "Any method that is free of obvious bias should prove satisfactory."[5]

Findings

The scores reported below reflect seven dimensions or scales of student life at Irvine. Each scale can be regarded as a convenient frame of reference for organizing and summarizing interrelated data that helps to explain campus behavior as seen through the eyes of students.

Only those statements in which consensus is established are set forth in the text of this report; the remainder can be found in the Appendix. Consensus is defined as the aggregate judgment of students by a margin of 2 to 1 or greater, that a statement is generally true or not true about UCI. For example, the statement that "Most courses require intensive study and preparation out of class," keyed as "true," 72+%, means that a consensus of students agreeing was found of at least 66%. However, a dominant characteristic of the campus can also be established by at least a 2 to 1 margin in a negative direction of 33% or less. That is to say, there can be general agreement that a statement is "not true" as well as true. This condition is illustrated by the statement, "Student elections generate a lot of intensive campaigning and strong feeling," producing a response of true by only 6-% of students, indicating a negative consensus of 94%. A plus sign after a score will show positive student agreement with the given statement; a minus sign indicates negative agreement.

In view of UC Irvine's relative youth as compared to the national reference group of older four-year campuses with their established

traditions, it seemed appropriate to avoid the generalized scores for each scale and to concentrate instead on individual statements for which consensus is established as compared with the national norms.[6] It should also be noted that the attitudes of the students concerning politics, social reform, studying, and jobs, have changed significantly during the past three years, suggesting a notable variation from some of the norms identified in 1965.

An explanation of each dimension is provided in every case before the respective scores are reported.

1. Scholarship Scale

The statements of this scale describe an environment characterized by intellectuality and academic discipline. Emphasis is placed on competition, achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline --all these are characteristic of the environment.

Statement	Key	UCI %[7]	Nat'l Mean %
12. Most professors are dedicated scholars in their fields.	T	85+	80+
13. Most courses require intensive study and preparation out of class.	T	72+	71+
15. Class discussions are typically vigorous and intense.	T	23-	30-
16. A lecture by a leading scientist would be poorly attended.	F	71+	59

Statement	Key	UCI %	Nat'l Mean %
17. Reasoning and logic are valued in grading student papers, reports, or discussions.	T	69+	73+
64. Courses and faculty in the natural sciences are outstanding.	T	67+	63
65. Courses, exams and readings are frequently revised.	T	78+	72+
67. There is very little studying here over the weekends.	F	73+	58

Student responses to the statements of the Scholarship Scale confirm what is becoming widely known--UC Irvine excels in its academic programs and faculty. This finding is also consistent with the impressions of college-bound high school seniors and prospective junior college transfer students in Orange County who ranked the "good academic reputation" of UCI as their dominant impression of the campus. The impressions of students external to UCI were surveyed as part of a research study by the Public Policy Research Organization of the University of California located at the Irvine campus.[8]

2. Awareness Scale

This scale reflects a concern about, and emphasis upon, three sorts of meaning--personal, poetic, and political. An emphasis on self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man indicates the search for political meaning. What seems to be evident in this type

of environment is a stress on awareness, an awareness of self, of society, and of esthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Statement	Key	UCI %	Nat'l Mean %
36. Public debates are held frequently.	T	5-	29-
37. A controversial speaker always stirs up a lot of student discussion.	T	30-	69+
40. Concerts and art exhibits always draw big crowds of students.	T	29-	32-
84. A number of professors play significant roles in politics.	T	8-	33-
86. Courses and faculty in social sciences are outstanding.	T	18-	49
89. Special museums or collections are important possessions of the college.	T	21-	49

Among the programs designed to increase the level of awareness and dialogue on campus is the new lecture series of Student Affairs which recently completed its first year of operation. Emphasizing state, national, and international affairs, the Committee on Lectures brought to the campus during the past year, Seymour Martin Lipset on political sociology, Peter Drucker on the college educated in a changing society, John Kenneth Galbraith on the economics of rational change, James Q. Wilson on the causes of instability in the American social system, and Clark Kerr on current threats to intellectualism. Other noteworthy events of this

lecture program were the Dunbar Centenary Conference celebrating the birth of Paul Lawrence Dunbar, the first widely recognized black poet and novelist in the United States, and talks by visiting experts on the all-white Australian immigration policy, the tragedy of Northern Ireland, the work of Ezra Pound, and women's opportunities. These activities only suggestive of the wide range of cultural programs now under way that can be expected to have a greater impact on the attitudes of students over the course of time.

3. Community Scale

The items in this scale describe a friendly cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

Statement	Key	UCI %	Nat'l Mean %
21. It is easy to take clear notes in most courses.	T	69+	67+
22. The school helps everyone get acquainted.	T	8-	52
23. Students often run errands for the faculty.	T	13-	33-
24. The history and traditions of the college are emphasized.	T	4-	43
27. When students run a project or put on a show, everybody knows about it.	T	16-	49
28. Many upperclassmen are active in helping new students adjust to campus life.	T	13-	57

Statement	Key	UCI %	Nat'l Mean %
29. Students exert considerable pressure on one another to live up to the expected codes of conduct.	T	9-	38
30. Graduation is a pretty matter-of-fact, unemotional event.	F	10-	49
71. This school has a reputation for being very friendly.	T	13-	65
72. All undergraduates must live in university approved housing.	T	1-	54
74. Students have many opportunities to develop skills in organizing and directing the work of others.	T	25-	59
80. There is a lot of group spirit.	T	7-	44

The absence of a sense of community confirms the Administration's concern about integrating students into the total educational life of the institution. CUES itself is an administration sponsored project designed to identify salient conditions on campus that require remedy through new and improved programs. In a recent article on residential housing patterns and plans, entitled "Building a Community at UCI," John C. Hoy, Vice Chancellor for Student Affairs, defined the need to develop improved housing options close to campus and the development of cultural and social events to foster continuing campus involvement outside the classroom.

4. Practicality Scale

This scale describes an environment characterized by enterprise, organization, material benefits, and social activities. A kind of orderly supervision is evident in the administration

and in classwork. As in many organized societies, there is some personal benefit and prestige to be obtained by operating in the system--knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, etc. The environment, through structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

Statement	Key	UCI %	Nat'l Mean %
2. Big college events draw a lot of student enthusiasm support.	T	7-	57
3. There is a recognized group of student leaders on this campus.	T	17-	67+
4. Frequent tests are given in most courses.	T	23-	49
5. Students take a great deal of pride in their personal appearance.	T	31-	50
7. Professors regularly check up on students to see that work is done properly and on time.	T	14-	29-
8. It is important socially to be in the right club or group.	T	2-	41
9. Student pep rallies, parades, dances, carnivals, or demonstrations occur rarely.	F	9-	42
52. Student elections generate a lot of intense campaigning and strong feeling.	T	6-	38
53. Everyone has a lot of fun at this school.	T	15-	41
54. In many classes students have an assigned seat.	T	2-	49

Statement	Key	UCI %	Nat'l Mean %
55. Student organizations are closely supervised to avoid mistakes.	T	10-	40
58. Students must have a written excuse for absence from class.	T	0-	17-
59. The college offers many practical courses such as typing, report writing, etc.	T	6-	37
60. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.	T	25-	48

In last year's survey of dropout students, many commented negatively on the social climate and unavailability of practical courses. At a University commuter campus known for teaching, research, and graduate training, it is not surprising that vocational and collegiate emphases seem to rank low in priority. In addition, the student body appears to be relatively indifferent toward student leadership and politics on campus. To put it briefly, the word as to who gets what, when, and how, does not seem to have been disseminated very widely among students.

5. Propriety Scale

These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.

Statement	Key	UCI %	Net'l Mean %
41. Students ask permission before deviating from common policies or practices.	T	19-	35
44. Drinking and late parties are generally tolerated despite regulations.	F	13-	45
47. Students frequently do things on the spur of the moment.	F	27-	19-
48. Student publications never lampoon dignified people or institutions.	T	7-	28-
49. The person who is always trying to help out is likely to be regarded as a nuisance.	F	69+	65+
91. Students are expected to report any violation of rules and regulations.	T	20-	46
93. There always seem to be a lot of little quarrels going on.	F	75+	68+
98. Dormitory raids, water fights, and other student pranks would be unthinkable.	T	13-	18-
99. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	F	31-	42

Most highly selective universities normally score low on the propriety dimension that describes campus atmosphere according to whether student behavior is polite, considerate, cautious, thoughtful, and conventional. Irvine students appear to be typical of those found at selective universities and perhaps a bit more decorous in regard to observing campus rules and regulations.

The following categories for morale and faculty-student relationships are special subsets of the 100 previous CUES statements arranged to measure these important features of the campus environment.

6. Campus Morale Scale

The items of this scale describe an environment characterized by acceptance of group norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

Statement	Key	UCI %	Nat'l Mean %
2. Big college events draw a lot of enthusiastic student support.	T	7-	57
22. The school helps everyone get acequainted.	T	8-	52
27. When students run a project or put on a show, everybody knows about it.	T	16-	49
28. Upperclassmen are active in helping new students adjust.	T	13-	57
29. Students exert considerable pressure on one another to live up to the expected codes of conduct.	T	9-	42
37. Controversial speakers stir a lot of student discussion.	T	30-	69+
63. Students put a lot of energy into everything they do in class and out.	T	32-	40

Statement	Key	UCI %	Nat'l Mean %
74. Students have many opportunities to develop skills in organizing and directing the work of others.	T	25-	59
80. There is a lot of group spirit.	T	7-	44
99. Many students seem to expect others to adapt to them rather than trying to adapt themselves to others.	F	31-	42

The facts here give eloquent testimony to a widespread student belief that group cohesiveness on campus is lacking. One student responding to the dropout survey of 1972, described the condition this way:

> I did not return to UCI because I felt it was a very "cold" campus. After two years I could still count my friends in single digits. Since I have left, I found it was partially my fault (I commuted) but I also discovered it was not entirely my fault.
>
> I thought about returning to UCI because I really liked the classes I had there, but I just couldn't handle the social atmosphere again.

The urgency of more effectively assimilating our students into campus life was specifically recognized by Vice Chancellor Hoy in his April 1973 budget message on "New Directions in Student Affairs at UCI." In that message he outlined a comprehensive set of priority projects planned to improve the quality of student life at Irvine. Several new programs designed to alter the living-learning environment at the campus have been organized and will become operational during the academic year 1973-74.[9]

7. Quality of Teaching and Faculty-Student Relationships Scale

These items define an atmosphere in which professors are perceived to be scholarly, to set high stands, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is fused with warmth, interest, and helpfulness towards students.

Statement	Key	UCI %	Nat'l Mean %
12. Most professors are dedicated scholars in their fields.	T	85+	80+
15. Class discussions are typically vigorous and intense.	T	23-	30-
65. Courses, exams, and readings are frequently revised.	T	78+	72+

When the above findings are considered in conjunction with the additonal statements of this scale found in the Appendix, it seems that our students see their professors as dedicated scholars and thorough teachers who set high standards and frequently revise course materials. Students further agree that class discussions are typically not vigorous and intense, and that faculty members tend to be interested in students' personal problems. According to the national baseline, the absence of vigorous class discussions appears to be a common trait of four-year college campuses.

Sixty experimental statements have been included by ETS in the 1969 edition of CUES to achieve better balance in the framework of questions and to be responsive to emerging issues, changes, and trends in higher education. National norms have not yet been developed for these 60 new items although several hundred institutions have used this edition of CUES since it was developed.

Experimental Items

Statement	Key	UCI %
101. The vocational value of many courses is emphasized.	T	7-

Statement	Key	UCI Z
102. Most people are aware of the financial status of students' families.	T	20-
104. There are good facilities for learning vocationally useful skills and techniques.	T	12-
105. Most faculty members really know the regulations and requirements applying to student programs.	T	25-
109. Most students want to get a degree because of its economic value.	T	70+
110. Vocational guidance is the main counseling office activity.	T	24-
113. Students are allowed to help themselves to books in the library stacks.	T	90+
114. Excellence in scholarship is the dominant feature of this institution.	T	67+
117. There are many excellent facilities for research on this campus.	T	73+
119. Most students are pretty dissatisfied if they make less than a B grade.	T	76+
122. Student groups often meet in faculty members' homes.	T	32-
124. There are courses which involve students in activities with groups and agencies in the local community.	T	76+
126. There are courses or voluntary seminars that deal with problems of marriage and the family.	T	33-
129. Most students seem to have a genuine affection for the school.	T	17-
131. There is a regular place on campus where students can make speeches about controversial issues.	T	29-
132. Students are free to cut class at their own discretion.	T	91+
133. Many faculty members have worked overseas or frequently traveled to other countries.	T	70+

Statement	Key	UCI %
137. Many student groups invite faculty members to lead special discussions.	T	33-
138. Groups of students sometimes spend all evening listening to classical records.	T	29-
140. Students like to browse in book stores.	T	71+
141. Many professors require students to submit an outline before writing a term paper or report.	T	31-
142. The Dean of Students office is mainly concerned with disciplinary matters.	T	17-
143. Faculty members always wear coats and ties on the campus.	T	7-
145. In literature, drama, and music, the main emphasis is on the classics.	T	31-
146. Nearby churches have an active interest in counseling and youth programs.	T	23-
147. Proper standards and ideals are emphasized in many courses.	T	24-
153. Some faculty members are active in experimenting with new methods of teaching, new courses, and other innovations.	T	78+
155. The administration is receptive and active in responding to student proposals for change.	T	32-
156. There is an "experimental" college or program where a variety of new courses are offered (whether for credit or not).	T	82+
159. The response of most college officials toward student sit-ins or other "confrontations" is (or would be) firm, forceful, and unsympathetic.	T	33
160. Due process considerations are expected by students who are accused of violating laws or college rules.	T	75+

The local option statements were included as part of the questionnaire because of their specific interest to the Irvine campus and its students. Some of these questions were designed as a further check on the findings of last year's dropout survey.

Local Option Questions (all responses keyed as true)	UCI %
1. I am aware of the Student Recommended Faculty Program in which students can select a person for appointment to the faculty.	82+
2. I feel the Student Recommended Faculty Program should be continued.	91+
4. I feel the Peer Academic Advising Program is beneficial to the student body.	80+
5. I feel students need more places to study near their departments.	80+
7. There is an adequate variety of courses offered to suit my interests.	31-
9. There are certain places off campus where students like to gather and talk.	33-
10. My overall experience while at Irvine has been enriching and stimulating.	66+

The foregoing data when viewed in totality seem to indicate that students yearn for a sense of community at a campus where emphasis has been placed in the formative years on building a University committed to first-rate scholarship. This should not be too surprising in that a similar finding was determined from the Institutional Goals Inventory (IGI), a survey also developed by the Educational Testing Service and employed by the State Joint Legislative Committee responsible for reviewing the Master Plan for

Higher Education in California. IGI was administered at the Irvine campus as well as at 115 other college communities in the state during the Spring of 1972.[10]

UCI undergraduate students surveyed for the Institutional Goals Inventory ranked "research," "advanced training," and "academic development" as the three most important present goals at Irvine from a list of twenty possibilities. But when asked to rank goals that "should be" preferred for the campus, the students rated "community" and "intellectual orientation" as the top two with academic and personal "freedom" ranked third, "individual personal development" fourth and an "intellectual/esthetic environment" tied for fifth place. Overall, undergraduate students, graduate students, faculty, administrators, and lay community, for the Irvine campus, ranked "research" and "advanced training," as the top two existing priorities, but preferred that "intellectual orientation" and "community" should be the most important goals.[11]

When the CUES findings are read in the light of the ranking of goal priorities by the several constituencies of UC Irvine, we find strong support for the student view that more emphasis should be placed on building a spirit of community at the campus. In fact, the desire for a greater sense of community seems to be endemic among University of California undergraduates generally as they find this objective ranked eighth presently when they believe it should be the number one priority. Size of the institution undoubtedly contributes to this condition as reported by

Alexander W. Astin, an authority on student development in higher education who describes the relationship this way:

> Research on the environmental characteristics of large and small institutions has produced findings which are remarkably consistent with the folklore about the impersonal multiversity and the small intimate college. Environments of the large institutions tend to be cold and competitive. Faculty and students are not deeply involved in classroom activities and have relatively little contact with each other outside of it. The students at the larger institutions tend to feel that the administration is little concerned about their welfare.[12]

Conclusions and Recommendations

In a report published on June 4, 1973, the Carnegie Commission on Higher Education set forth among the five major purposes of higher education, "the provision of opportunities for the intellectual, aesthetic, ethical, and skill development of individual students, and the provision of campus environments which can constructively assist students in their more general developmental growth."[13] Greater concern was called for in the quality of the environment which influences the growth of students.

UCI can take pride in the fact that in the short space of eight years it has become widely known for providing students with an academic program notable for its excellence. Perhaps the most significant finding of all is that students believe their "overall experience while at Irvine has been enriching and stimulating." At the same time, the dissatisfaction of last year's dropouts with an impersonal campus community and a limited choice of courses seems largely borne out by our more recent campus-wide study of perceptions of students enrolled at UCI. There seems little doubt that there is prevailing student sentiment on campus of disappointment and some discontent with the lack of group spirit, tradition, and friendliness that is commonly expected at college. The absence of genuine affection for this school also reflects the large commuter population (80%) attending UCI that has not yet been integrated into the total educational life of the University.

At this stage of its institutional life, UC Irvine appears to have a split personality in that it emphasizes scholarship as do other highly

selective public and private universities but exhibits a relatively low degree of student awareness in contrast to those same campuses. Among the hundreds of four-year colleges that have participated in the CUES survey during the past decade, it has been the institutions characterized by engineering and science that normally rank high on scholarship and low in awareness of politics, society, and the arts. In an article reviewing the evolution of research on the measurement of college and university environments, Professor C. Robert Pace noted the following about engineering schools:

> For the most part, these institutions rank low on the community and propriety dimensions. The environment places strong demands on scholarship, but in other respects the atmosphere tends to be impersonal rather than warmly friendly, and little time is allowed for either political or aesthetic experiences.[14]

For those committed to building a great university at Irvine, the findings of this study should be revealing rather than disturbing. A congenial, sharing, supportive community and high morale are not developed overnight for a campus. There should be understanding of the problem and the need, based on firm data, before solutions are conceived. To develop that understanding there are several steps that can be taken in the immediate future to utilize these results in an effort to address the issues presented:

1. Workshops of faculty, students and administrators, should be held to review the significant findings.

2. The perceptions of students as reported in this survey should be compared with the objectives of UC Irvine to determine the fit between the two.

3. The Office of Student Affairs should continue to monitor the learning and developmental experience of students by appropriate research and studies to more completely assess their characteristics, achievement, interests, and aspirations.

4. The CUES findings should be reported to the Offices of Relations with Schools and Admissions for their use in portraying a more vivid and realistic profile of campus atmosphere to prospective students, parents, and high school counselors. If high school graduates and transfer students raised their expectations of life at Irvine unreasonably high because of misinformation or a lack of information, they were bound to be disappointed. The CUES data could be useful in painting a more accurate picture of the campus environment for applicants and entering students.

Whether the reader agrees empirically with the aggregate image of Irvine as reported here, it should be remembered that these results are described as perceived by students who have lived in this atmosphere. After all, it is their sense of reality and experience with which we are concerned. Still, the educational accomplishments of this campus have been many in less than a decade, and there will be many more to come. The opportunity for future students was well articulated last April by Vice Chancellor John C. Hoy in his message to the Student Affairs staff. He wrote of the leveling of enrollment and consequent budgetary restraints as providing a much needed period for reassessment of our progress to date and continued:

> Much is being said about educational goals, objectives and accountability both nationally and on this campus. It is imperative that the relatively small staff and limited resources of the Student Affairs program be committed to fostering (through the encouragement of student talent) the elements which provide the margin of difference in making this campus a vibrant university. Certainly we must review, analyze, plan and allocate our resources carefully. And, in the final analysis, we must all hold ourselves accountable for the development of the quality of life and the kind of culturally and intellectually stimulating community this university so earnestly aspires to become as it enters its second decade.[15]

There is reason to believe that the Irvine student is perhaps more representative of college students than we had realized. Our students seek a campus climate in which communication is open and candid, in which differences can be aired openly and amicably, and in which mutual trust and respect exists among students, faculty, and administrators. Students here as well as at other campuses are in pursuit of a meaningful philosophy of life, and toward this end, they desire a campus life style that encourages them to participate in the full scope of educational life of the institution. The University can best assist by providing an educational environment conducive to the accomplishment of these goals.

Footnotes

[1] Daniel G. Aldrich, Jr., Speech on "Changes in Higher Education and Student Personnel Administration," delivered to the Western Deans' Conference of the National Association of Student Personnel Administrators, Vacation Village Hotel, San Diego, January 24, 1973.

[2] A more detailed treatment of the nature, background, methodology, uses, and interpretation of CUES can be found in C. Robert Pace, CUES Technical Manual, (Second Edition, Princeton, New Jersey: Educational Testing Service, 1969).

[3] San Diego State College and San Francisco State College are now known as California State University, San Diego, and California State University, San Francisco, respectively. The Carnegie Institute of Technology is now the Carnegie-Mellon University.

[4] C. Robert Pace, College and University Environment Scales: Form X-2 (Princeton, New Jersey: Educational Testing Service, 1969).

[5] CUES Technical Manual, p. 12.

[6] The definitions of the seven scales are taken from the CUES Technical Manual, pp. 10-11.

[7] Percentages in both columns are rounded to the nearest whole point.

[8] Judy B. Rosener, A Study of Possible Future Demand for Postsecondary Education in the Orange County Area (Irvine: Public Policy Research Organization, 1972), pp. 26, 31.

[9] See John C. Hoy, "New Directions in Student Affairs at UCI," Comments Prepared for the Advisory Committee on the Registration Fee" (April 1, 1973). His article on "Building a Community at UCI" can be found in SEED, the UCI Alumni Monthly, June 1973.

[10] One hundred and sixteen colleges and universities at all levels of higher education, both public and private, participated in the survey. See Richard E. Peterson, Goals for California Higher Education: A Survey of 116 College Communities (Berkeley: Educational Testing Service, prepared for the Joint Committee on the Master Plan for Higher Education, March, 1973).

[11] Ibid., p. 164. These IGI goals are described as follows:

(a) Research involves contract studies for external agencies basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

(b) Advanced Training is defined as the availability of graduate and professional school education.

(c) Academic Development means the acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on campus.

(d) Community is defined as a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual respect among faculty, students, and administrators.

(e) Intellectual Orientation means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.

(f) Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students and ensuring faculty and students the freedom to choose their own life styles.

(g) Individual Personal Development refers to identification by students of personal goals and development of means for achieving them, enhancement of a sense of self-worth and self-confidence, self-understanding and a capacity for open and trusting interpersonal relations.

(h) Intellectual Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities; an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting, stimulating campus.

[12] Alexander W. Astin, "College Student: Impact of College on Students," Encyclopedia of Education, Vol. 2 (New York: The Macmillan Company and The Free Press, 1971), pp. 221-227 at 222.

[13] Carnegie Commission on Higher Education, The Purposes and the Performance of Higher Education in the United States Approaching the Year 2,000 (New York: McGraw-Hill Book Co., forthcoming 1973).

[14] C. Robert Pace, "College and University Environments," Encyclopedia of Education, Vol. 2 (New York: The Macmillan Company and The Free Press 1971), pp. 201-207 at 205.

[15] Hoy, "New Directions in Student Affairs at UCI," p. 19.

Appendix

	Key	UCI %	Nat'l Mean %
1. Scholarship Scale			
11. Professors really push students' capacities to the limit.	T	38	35
14. Students set high standards of achievement for themselves.	T	65	55
18. It is fairly easy to pass most courses without working very hard.	F	50	69+
19. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.	T	59	49
20. Standards set by professors are not particularly hard to achieve.	F	58	55
61. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	64	65
62. Most courses are a real intellectual challenge.	T	58	49
66. Personality, pull, and bluff get students through many courses.	F	58	65
68. There is a lot of interest in the philosophy and methods of science.	T	52	45
69. People around here seem to thrive on difficulty--the tougher things get, the harder they work.	T	46	51
70. Students are very serious and purposeful about their work.	T	59	58

		Key	UCI %	Nat'l Mean %
2.	Awareness Scale			
31.	Channels for expressing students complaints are readily accessible.	T	55	61
32.	Students are encouraged to take an active part in social reforms or political programs.	T	37	47
33.	Students are actively concerned about national and international affairs.	T	41	61
34.	There are many colorful and controversial figures on the faculty.	T	38	57
35.	There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.	T	43	53
38.	There are many facilities for individual creative activity.	T	49	59
39.	There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.	T	43	48
81.	Students are encouraged to criticize administrative policies and teaching practices.	T	64	39
82.	The expression of strong personal belief or conviction is pretty rare around here.	F	64	68+
83.	Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	T	40	56
85.	There would be a capacity audience for a lecture by an outstanding philosopher or theologian.	T	35	39

		Key	UCI %	Nat'l Mean %
87.	Many famous people are brought to the campus for lectures, concerts, student discussions, etc.	T	48	67+
88.	The school offers many opportunities for students to understand and criticize important works of art, music, and drama.	T	39	47
90.	Modern art and music get little attention here.	F	62	61

3. Community Scale

25.	The professors go out of their way to help you.	T	53	62
26.	There is a great deal of borrowing and sharing among the students.	T	50	77+
73.	Instructors clearly explain the goals and purposes of their courses.	T	56	63
75.	Most of the faculty are not interested in students' personal problems.	T	38	55
76.	Students quickly learn what is done and not done on this campus.	T	44	79+
77.	It's easy to get a group together for card games, singing, going to the movies, etc.	T	50	80+
78.	Students commonly share their problems.	T	65	83+
79.	Faculty members rarely or never call students by their first names.	F	65	55

		Key	UCI %	Nat'l Mean %
4.	Practicality Scale			
1.	Students almost always wait to be called on before speaking in class.	T	47	50
6.	Education here tends to make students more practical and realistic.	T	38	63
10.	Anyone who knows the right people in the faculty or administration can get a better break here.	T	64	41
51.	The important people at this school expect others to show proper respect for them.	T	51	62
56.	Many students try to pattern themselves after people they admire.	T	45	65
57.	New fads and phases are continually springing up among students.	T	40	57
5.	Propriety Scale			
42.	Most student rooms are pretty messy.	F	52	49
43.	People here are always trying to win an argument.	F	53	43
45.	Students occasionally plot some sort of escapade or rebellion.	F	62	43
46.	Many students drive sport cars.	F	46	52
50.	Students are conscientious about taking good care of school property.	T	43	43
92.	Student parties are colorful and lively.	F	42	28

		Key	UCI %	Nat'l Mean %
94.	Students rarely get drunk and disorderly.	T	42	37
95.	Most students show a good deal of caution and self-control in their behavior.	T	62	68+
96.	Burmuda shorts, pin-ups, etc., are common on this campus.	F	60	32
97.	Students pay little attention to rules and regulations.	F	51	70+
100.	Rough games and contact sports are an important part of intramural athletics.	F	39	47

6. Campus Mor. le Scale

10.	Anyone who knows the right people in the faculty or administration can get a better break here.	T	64	41
14.	Students set high standards of achievement for themselves.	T	65	55
25.	The professors go out of their way to help you.	T	53	62
31.	Channels for expressing students' complaints are readily accessible.	T	55	61
35.	There is considerable interest in the analysis of value systems and the relativity of societies and ethics.	T	43	53
50.	Students are conscientious about taking good care of school property.	T	43	43
61.	Most of the professors are thorough teachers and really probe into the fundamentals of their subjects.	T	64	65
62.	Most courses are a real intellectual challenge.	T	58	49

	Key	UCI %	Nat'l Mean %
75. Most faculty are not interested in students' personal problems.	F	38	55
82. The expression of strong personal belief or conviction is pretty rare around here.	F	64	68
83. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	T	40	56
97. Students pay little attention to rules and regulations.	F	51	70

7. Quality of Teaching and Faculty-Student Relationships Scale

1. Students almost always wait to be called on before speaking in class.	T	47	50
20. Standards set by the professors are not particularly hard to achieve.	F	58	55
25. The professors go out of their way to help you.	T	53	62
61. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	64	65
66. Personality, pull, and bluff get students through many courses.	F	58	65
73. Instructors clearly explain the goals and purposes of their courses.	T	56	63
75. Most of the faculty are not interested in students' personal problems.	F	38	55
79. Faculty members rarely or never call students by their first names.	F	65	55

Experimental Items (all responses keyed as true)	UCI %
103. Student organizations are required to have a faculty advisor.	38
106. There is a well-organized and effective job placement office for the graduating students.	50
107. Many professors are involved in services or consulting activities for outside groups--business, adult education, etc.	45
108. Professors will sometimes increase a student's grade if they think he has worked especially hard and conscientiously.	51
111. New ideas and theories are encouraged and vigorously debated.	45
112. Students who don't make passing grades are quickly dropped from school.	36
115. There are lots of quiet and comfortable places for students to study.	46
116. Even in social groups students are more likely to talk about their studies than about other things.	58
118. The main emphasis in most departmental clubs is to promote interest and scholarship in their fields.	62
120. The library is one of the outstanding facilities on the campus.	64
121. The campus design, architecture, and landscaping suggest a friendly atmosphere.	60
123. Counseling and guidance services are really personal, patient, and helpful.	48
125. Most of the students here are pretty happy.	48
127. In most classes the atmosphere is very friendly.	51
128. Groups of students from the college often get together for parties or visits during holidays.	52
130. There are courses or voluntary seminars that deal with problems of social adjustment.	45

		UCI %
134.	There is a lot of variety and innovation in the way many courses are taught.	59
135.	Many professors permit, and sometimes welcome, class discussion of materials that are outside their field of specialization.	47
136.	Many students are interested in joining the Peace Corps or are planning somehow to spend time in another part of the world.	41
139.	Student chorus, orchestra, and theater groups are really excellent.	49
144.	A major aim of this institution is to produce cultivated men and women.	34
148.	Most professors think of themselves as no different from other adults in the community.	41
149.	Faculty members are always proper and polite in their relations with students.	54
150.	In most exams the emphasis is on knowing the correct answers rather than on being able to defend a point of view.	63
151.	There are students on many academic and administrative committees.	65
152.	Students have real authority to determine some campus policies and procedures.	49
154.	There is much student interest and activity about social issues--such as civil rights, justice, peace.	34
155.	The administration is receptive and active in responding to student proposals for change.	32
157.	Massive disruptions, force, or violence by students would be unthinkable on this campus.	62
158.	The attitude of most college officials about drugs is generally patient, flexible, and tolerant.	60
159.	The response of most college officals toward student sit-ins or other "confrontations" is (or would be) firm, forceful, and unsympathetic.	33

Local Option Questions	UCI %
3. I have heard of the Peer Academic Advising Program in which some students provide counseling services for other students.	62
3. The types of majors offered are responsive to the needs of most UCI students.	55
8. There are plenty of interesting things to do within convenient driving distance of the campus.	47